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ABSTRACT

This volume presents 41 papers on teaching and learning in the college classroom. Papers include empirical studies as well as papers offering philosophical views and informed speculations. Both quantitative and qualitative research are included; and many different research and theoretical perspectives are represented -- educationist, feminist, humanistic, psychological, sociological, anthropological, and more. Articles vary from research reports to literature reviews to essays to practitioner-oriented articles. The reader is divided into six major sub-areas. Part 1 establishes historical perspective on the nature and practices of college teaching and learning as well as the historical background of research conducted in this field. Part 2, in examining learning theory and related research as it applies to post secondary settings, addresses the important implications associated with student diversity. Part 3 introduces some general models of teaching followed by specific teaching strategies for classroom implementation. Part 4 focuses on the classroom as an interactional settings and considers teacher and student expectations, teachers' behaviors and practices, and student-teacher interactions. Part 5 provides evidence about student cognitive and noncognitive outcomes, as these outcomes are related to the instructional activities in the classroom and to the effectiveness of the teacher. Part 6 reviews the literature on effective models and techniques for improving teaching, and presents some examples of recent innovations for instructional improvement. Each sub-area also contains an introduction to the group of articles and a list of suggested readings. (Most articles also contain references.) (JB)